

# Arts Integrated Lesson Plan



**ART FORM:**  
Visual Art



**SUBJECT AREA:**  
Reading/English  
Language Arts

Lesson Title:

**Mask making and character traits**

Grade:

**1**

Contributor, School:

Unknown

Time Frame:

Two to three 50-minute sessions

## State Curriculum Content Standards, Indicators, Objectives

### Visual Art Content Standard(s)

1.0 Perceiving and Responding: Aesthetic Education  
Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.  
3.0 Creative Expression and Production: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

### Reading/English Language Arts Content Standard(s)

3.0 Comprehension of Literary Text  
Students will read, comprehend, interpret, analyze, and evaluate literary texts.

### Visual Art Indicator(s)

1.1 Identify, describe, and interpret observed form.  
3.1 Create images and forms from observation, memory, imagination, and feelings.

### Reading/English Language Arts Content Indicator(s)

3.3 Use elements of narrative texts to facilitate understanding.

### Visual Art Objective(s)

1.1.b Represent observed physical qualities of people, animals, and objects in the environment in using color, line, shape, texture, and form.  
3.1.a Experiment with art media, processes, and techniques and describe ways they can be used to express thoughts and feelings.  
3.1.b Manipulate art media, materials, and tools .  
3.1.c Create artworks that explore the uses of color, line, shape, texture, form, and selected principles of design, such as pattern and repetition, to express personal meaning.

### Reading/English Language Arts Content Objective(s)

3.3.a Identify the elements of a story, including characters, setting, problem, and solution.  
3.3.b Identify and explain character traits and actions.  
3.3.c Sequence the important events.

### Objective(s) (Connecting the content areas)

- The construction and use of sculptural masks will help students enliven their understanding of the character traits of selected characters from literature. This will help to deepen student understanding of the characters, their motivations, actions, and behaviors.
- The actual construction of the mask will enable students to utilize art elements and principles of construction while appropriately controlling and manipulating art materials.

**Key Arts Vocabulary***mask, mood, art elements, sculpture, three-dimensional***Key Reading/English Language Arts Vocabulary***character trait***Prior Knowledge Students Need for This Lesson****Arts**

- Students know the difference between 2-dimensional and 3-dimensional art.
- Students have familiarity with paper sculpture techniques.

**Reading/English Language Arts**

- Students are able to identify character traits and cite evidence to support the trait.

**Materials and Resources for the Class**

- Pencils
- Drawing paper
- Character Traits brainstorming worksheet
- Assorted construction paper
- Glue
- Scissors
- Yarn and/or raffia
- Markers, crayons, colored pencils, oil pastels

**Materials and Resources for the Teacher**

- Copy of test/story
- Masks from different cultures or reproductions of masks

**Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)****Day 1**

- Reread selected text to students.
- As a class, create a list of the characters in the story. Have students help to assign character traits to one or more of the characters. Continue until students seem comfortable with this concept.
- Divide the class into groups of five or six. As a group, students will work together to create a prequel or sequel to the selected text. Today students only need to conceive of the ideas. Script writing will be a task for another day.
- Each student will choose a character to create for a story. This character will be the subject of the mask.
- The teacher passes out the Character Traits brainstorming worksheet. This worksheet will be used to help students decide on the important character traits of their characters. Worksheets are to be individually completed.
- Drawing paper or sketchbooks are distributed to the students. Students will sketch their characters to reflect character traits depicted in the story.

**Days 2 and 3**

- Students will share their knowledge about masks.
- Students will look at selected masks and discuss their origins, purposes, and functions.
- Students will identify the artist's use of art elements in the masks.
- Students will discuss the moods and emotions emitted by the masks.
- Students will Think-Pair-Share how a flat piece of paper can be made into a three-dimensional form.
- The teacher models paper sculpture techniques. Students brainstorm how these techniques might be applied to mask making.
- The teacher demonstrates the beginning steps for creating a paper mask along with the application of three-dimensional paper sculpture techniques.
- Students will plan, measure draw, and cut out the outside shape of the mask.
- Eyes will be measured for appropriate placement and then cut out.

- Students will apply additional details and paper sculpture techniques onto their individual masks.

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**Closure/Summary**

- Students will write or improvise simple monologues and dialogues that reflect their characters. Students will use masks to dramatize character traits of their characters.
- Masked literature characters could interact with students in the class.

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**Assessment (Description/Tools)**

- The day 1 brainstorming worksheet and Exit Card will be assessed based on students' understanding of the character traits and how character traits can be represented visually through art elements.
- Masks will be assessed based on the following criteria:
  - The student creates a paper sculpture mask that is three-dimensional and uses a variety of paper sculpture techniques.
  - The mask reflects the use of art elements to communicate character traits.
  - Rubrics for all work to be assessed may be written with: 4 indicating complete understanding; 3 indicating general understanding; 2 indicating developing understanding; 1 indicating minimal or limited understanding.

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**Lesson Extensions**

Student will use masks to improvise their characters in other situations. This will give students a chance to discover how character traits express themselves in various situations. Students will also come to realize how character traits can help us make predictions.

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